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of recording and rating

The methods with which the ~~child's~~ character of the student gives little or no evidence of being ~~are recorded are not~~ based upon experience. ~~and they~~

only have one thing, one idea which clearly shows
to anyone who has the experiential background of
the thought of the idea content that it is not
conceived upon a basis of experience. That idea of
~~philosophy~~ ^{idea} ~~is not~~ ^{is} ~~not~~ ^{yield}
therefore forms a method which in turn yields ~~is~~

well organized tables or graphs, but never a ~~comple~~^{well}
or deeply intellig
formulated view. of character.

They are constructions of brains, expert in
the erecting of mechanical systems, ^{are} ~~but~~ ^{unable to} ~~which are~~
~~unable to deal with the profoundly seated probabil-~~
~~have no application to~~
~~ities involved in their purpose which is the genuine~~
^{genuine}
appraisal of faculties, not poses and counterfeits.
~~their subtle, humanly complete the innerizing of character - traits; and~~
They deal with notions but not with experience,
^{with}
that is, not ^{and mechanically operating} experiences whose result remains a
conscious force in the human behavior.

The teacher is advised, not to rely upon vague impressions but upon experience. But a strong impression in a mentality which (outside of technical accomplishment) has only vague ideas (can never be a direct experience). And to an experienced mind, that is, a mind which is close to its own experiences, its own thinking, ~~and that~~ in an attitude of neutrality - such instructions are entirely out of place for it is only this mind and no other which knows the proper approach in its appraisal of others. And it is the only one which knows other kinds of mind